

ELL Co-Enrollment Pilot Program

WEEKLY Q&A

MARCH 11, 2019

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ELIGIBLE APPLICANTS/PARTNERSHIPS

1. ***Does a local workforce development board have to be the lead grantee for New ELL Co-Enrollment projects?***

The lead grantee for a New and Expanded ELL Co-Enrollment Pilot project must be a local workforce development board.

2. ***What does it mean for the workforce development board to be the lead applicant? For example, what is their role in the joint applicant process, program design, and implementation with the Adult Education Partners and CBOs?***

A local board must be the applicant and fiscal agent for a New or Expanded ELL Co-Enrollment Pilot application. The local board submits the application on behalf of the team, and they are responsible for the reporting to the state. The program design, implementation, etc. is left to the locals to determine as a collaborative partnership the roles and responsibilities of partners.

3. ***Can an agency submit multiple applications for different regions?***

An agency can submit multiple applications; however, this is a competitive process, and we expect a large response to this RFA.

4. ***Can a CBO be part of multiple workforce development board-led applications or should they limit themselves to one city/county workforce development board application?***

A CBO can decide whether they would like to be part of multiple workforce development board-led applications.

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5. *Can a workforce development board submit multiple applications?*

A local workforce development board may submit multiple applications in any of the three categories: New ELL Co-Enrollment Pilot, Expanded ELL Co-Enrollment Pilot and Technical Assistance/ Evaluation. Only a local board previously funded for an ELL Navigator Pilot program is eligible to apply for the Expanded ELL Co-Enrollment Pilot category. See question 3 above.

6. *Can two or more workforce development boards submit a joint application?*

Two or more workforce development board may partner, but only one can be the lead applicant and fiscal agent.

7. *If an organization applies with a single workforce development board, are there geographical expectations such as a balance of participants coming from the entire area that the workforce development board serves?*

Applicants and their partners have an understanding of what population areas may best benefit from the program. Address your justification for geographic boundaries in your application.

8. *For the “Eligible Applicants by Project” slide in the Application Workshop, it indicates that only local workforce development boards including partners are eligible to apply. Are community colleges not allowed to apply unless they are part of a local workforce development board’s application? And only if the local workforce development board applies?*

Only local boards are eligible applicants. We encourage community colleges and other entities to partner with a local board to apply. Building partnerships among various types of organizations (i.e. local workforce development boards, CBOs, community colleges, adult education schools, etc.) can create systems change, and that is a critical component of this project.

9. *Can an adult education school be the lead grantee for a New ELL Co-Enrollment project or can they only be a lead grantee for a Technical Assistance and Evaluation project?*

No, an Adult Education school cannot be a lead grantee for a New or Expanded ELL Co-Enrollment pilot project and participation must be part of a project team or partnership. An Adult School, however, can be the lead grantee for a Technical Assistance or Evaluation project.

10. *Can the lead applicant be a local American Job Centers of California (AJCC) agency or does it have to be an actual local workforce board (i.e. South Bay WIB, Foothill WFB, etc.)?*

The lead applicant must be a local workforce development board, but a local AJCC can be part of a project team or partnership.

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11. As stated in the Application Workshop, applicants must be local workforce development boards and their partners. Are the partners considered providers?

Applications will include a description of a team with partners' roles and responsibilities, but the eligible applicant who submits an application for New or Expanded ELL Co-Enrollment Pilots must be a local workforce development board.

12. Can a university's extended education program apply?

If a university's extended education program qualifies as an eligible education partner, they can be a partner (community college, adult schools, etc.). To be eligible to apply under the New and Expanded ELL Co-Enrollment Pilot projects, an education partner must be part of a project team or partnership.

13. The RFA title is "ELL Co-Enrollment Pilot," but the focus of the Application Workshop seems to be on the development of an "ELL Navigator" position. Is the State open to fund applicants that do not create a Navigator position?

The navigator component is required for this project. The Navigator can be the bridge between various programs to facilitate co-enrollment and should be someone who is reflective of the community they will serve and have cultural and language competency.

14. Under organization type, does WIOA Title II/Adult Education mean only an adult education agency that receives WIOA II funds, or does it mean any adult education agency regardless of fund source? For example, a regional organization that could participate in this work is an CAEP Regional Adult Education Consortium. However, the vast majority of the Regional Adult Education Consortia are not, technically, WIOA II agencies. Some of the current ELL Navigators are employed at the consortia level as a pan-consortium strategy. Essentially, can a regional Adult Education Consortium satisfy the RFA's requirement for a WIOA II participant on behalf of its adult school's? How should local teams consider an adult school that is not a WIOA II participant?

The RFA refers to Adult schools and WIOA Title II partners; however, we recognize that consortia are a larger umbrella that encompasses both. As such, a regional Adult Education Consortium can satisfy our requirement. We would like partnerships to represent adult education broadly, and these partners may include WIOA Title II providers, CAEP funded entities or Adult Education consortia.

15. How is collaboration structured among partners (i.e. subcontracts vs. MOUs)?

Partnerships and collaborations must determine their own structure. In the application, we require that applicants identify roles and responsibilities for each partner involved.

16. Could you clarify the term "business-related non-profit organizations," under the eligibility requirements (page 9)?

A business-related non-profit organization is an organization with a 501(c)(6) status.

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- 17. On page 11 of the Application Workshop, it says “funds may be used for planning, design, and development, piloting, and implementation activities. If services are provided directly to job seeker customers during the grant period, those services may be paid with this grant funding.” Please clarify if the focus of this grant program is more on systems coordination and less expectation that this grant support services to job seeker customers.***

These are demonstration projects that reinforce partnerships and strengthen the workforce system, specifically around co-enrollment using the ELL target population. Partnership and practices alignment should be reflected in the participants served.

PARTICIPANTS

18. *Is there a minimum number of enrollments that is expected in this grant? If so, what is the expected minimum?*

There is no expected minimum number of enrollments for this grant, and the request amount should make sense with proposed activities, including the number of participants served.

19. *Does the ELL include those who speak intermediate or higher English who can benefit from workforce services such as individualized career services?*

We do not distinguish between language levels and will defer to the local areas to identify the appropriate target.

20. *What are the participant eligibility requirements in terms of employment status (work authorization, un/underemployed), income (low-income, TANF recipient), etc.?*

Reference the [EDD Directive Number WSD18-03](#): Pathways to Services, Referral, and Enrollment for WIOA Title I and Title III eligibility requirement. For other programs and partners involved, individuals will be subject to those specific program eligibility requirements.

21. *If participants are enrolled into the program, then wouldn't the performance measures defined in the RFA apply, which are employment-related? If this is the case, wouldn't participants need right to work documents before they can be referred to employers?*

Participants will need right to work documents if they are going to be referred to training and subsequent employment. There may be situations where individuals are receiving certain services from Title I and be enrolled in Adult Education where right to work requirements do not exist.

22. *Can any funds be used to support undocumented individuals?*

The funding for this grant comes from the WIOA 15% Discretionary Funds. There are restrictions given the federal funding. [EDD Directive Number WSD18-03](#): Pathways to Services, Referrals, and Enrollment should help guide eligibility questions. The intent is to serve more English Learners by creating the partnership that have less restrictive requirements.

23. *Are CalWORKs participants eligible to enroll in this program?*

Yes. The intent of this program is to serve the ELL population and leverage resources from other programs. There are overlaps among populations served in other programs that can benefit from ELL navigation and Co-enrollment.

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24. What is the difference between serving WIOA Youth vs. WIOA adults?

Program design and eligibility requirements vary when serving WIOA Youth and WIOA adults. Reference the [EDD Directive Number WSD17-07](#): WIOA Youth Program Requirements for WIOA youth eligibility.

25. Can a participant who is not co-enrolled be counted with this grant?

The intent of this grant is to pilot co-enrollment strategies; however, all participants should be tracked in CalJOBS. If an individual has been actively receiving services under WIOA Title II and will now be served under WIOA Title I, this is considered a co-enrollment.

26. Are grant funds limited to adults only?

Based on design and capacity, we highly recommend applicants focus on serving adults.

27. On page 11 of the Application Workshop, it says “funds may be used for planning, design, and development, piloting, and implementation activities. If services are provided directly to job seeker customers during the grant period, those services may be paid with this grant funding.” Can grant funds be used for direct benefits to clients such as tuition fees for vocational training that leads to certification?

These funds can be used for training; however, the number of enrollments, co-enrollments, outcomes and other metrics will be considered when evaluating overall performance, not training alone.

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FUNDING

28. What percentage of the grant funds can be subcontracted to support navigators from the ELL communities?

The applicant should propose activities including subcontracts. We encourage strong support to CBOs and other partners, with sufficient allocation for the navigator functions to support a delivery system that will best meet the needs of English Learners.

29. With \$1.2 million available for funding and each grant ceiling \$300,000 for New and Expanded ELL Navigator projects, does this mean only 4 grants will be awarded? If so, how many New vs. Expanded projects will be awarded?

We do not know how many grants will be funded for each category. The allowable maximum amount requested is \$300,000. Applicants may choose to request for less, thus changing the number of actual funded grants.

30. To clarify, the \$1.2 million is available for New and Expanded ELL Co-Enrollment Pilot projects. Is this separate from the \$500,000 allocated for the Technical Assistance and Evaluation applicants?

There is \$1.2 million available for New and Expanded ELL Co-Enrollment Pilots, along with an additional \$500,000 earmarked for Technical Assistance and Evaluation projects.

31. Is there a minimum grant amount required for small nonprofits?

There is no minimum grant amount for small nonprofits or any organizations in particular. As each applicant must apply as a partnership or team, with a local board as the lead (except for technical assistance and evaluation).

32. Explain about the partnership requirement. Is the minimum request amount \$300,000?

Partnerships are required for this grant, at a minimum between a local board, adult education and community based organization. The goal is that this seed funding can be leveraged with other program resources. The maximum request amount is \$300,000.

33. This is a clarifying question, determining the difference between a partner in the project receiving grant funds and a strategic co-enrollment. If a community-based organizations (CBO) receives funding from the grant to provide a service, this is not considered to be a co-enrollment since it is the same grant? However, if the CBO provides a service, such as ESL with Title II funds, is this considered an "official" co-enrollment? Can CBOs use funds from this grant to provide other services such as citizenship or acculturation workshops?

If a CBO receives funding from the grant to provide a service, it is not considered a co-enrollment unless they are providing services funded through WIOA Title I, Title II or

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Title IV. For example, if a CBO, who is also an Adult Education service provider, is serving a participant who is receiving WIOA Title I services, this would be considered an “official” co-enrollment. Funding from this grant can be used to provide services, such as citizenship or acculturation workshops; however, we encourage applicants to find partners who can leverage these services.

34. Are there any restrictions regarding the leverage match requirement? For example, only non-federal dollars? Or any funding source limitations?

Any cash or in-kind match can be leveraged for this grant, as long as there are no restrictions on the leveraged funding that prohibits the use for match. Be sure to check your leverage match source for such restrictions.

35. What are unrestricted funds?

Unrestricted funds are other federal or state grants that you are allowed to use as a match. For example, 25% Formula funds and additional assistance funds can be used as matched funds.

36. Are applicants allowed to count WIOA Regular Allocation and/or TANF money as match for the grant?

See question 34 above.

37. Can applicants use Adult or Dislocated Worker formula funds to pay for supportive services, training, etc. and the grant for navigator staffing?

Applicants are allowed to use formula funds to pay for services and grant funds or resources should be dedicated to this project.

COLLECTING & REPORTING DATA

38. *For co-enrollment partnerships, it is expected that documentation occurs within CalJOBS? Even if the partnering agency does not use CalJOBS?*

If a participant is enrolled in WIOA Title I, they must be entered into CalJOBS, even if they are co-enrolled with another partner agency. Please note that if a participant is co-enrolled and served by a partner agency (e.g. WIOA Title II), data should also be collected in their corresponding systems. Local areas should have data sharing agreements in place to ensure agencies are collaborating on data sharing and case managing participants.

39. *What was the reporting structure from the past ELL Navigator grantees? Was it programmatic and fiscal reporting?*

Past ELL Navigator grantees completed both programmatic and fiscal reporting via monthly quarterly reports. The same structure will be used for this project.

TECHNICAL ASSISTANCE AND EVALUATION

40. Do CBOs only qualify for the technical assistance?

Although CBOs are a critical component of each project category, however they are not an eligible lead applicant for the grant program categories. A CBO can be part of a project team or partnership with a New or Expanded ELL Co-Enrollment Pilot applicant. If a CBO has the capacity to provide technical assistance or evaluation, they may submit an application under that category. Reference the RFA, Page 9, under Section F: Eligible Applicants for more information.

41. Does a local workforce development board have to be the lead on a Technical Assistance and Evaluation application or can it be by an Adult Education School or CBO?

A local workforce development board does not have to be the lead applicant for a Technical Assistance or Evaluation application. Referencing the RFA, Page 9, under Section F: Eligible Applicants, you'll find a list of eligible applicants who may apply for Technical Assistance or Evaluation.

42. As a TA applicant, are services and support provided to all existing and newly awarded programs? (Existing programs from previous funded grant) Or is the TA's role to support grantees from this new grant only?

Technical Assistance and Evaluation applicants will support all awarded grantees under this RFA, which could include those previously funded under the ELL Navigator Pilots. The original ELL Navigator Pilot programs has concluded its grant term.

43. Must the TA and Evaluation proposals be a unified proposal? In other words, can an organization apply for one and not the other?

An organization should submit separate applications for Technical Assistance and Evaluation.

MISCELLANEOUS

- 44. Are letters of partnership agreement/support required? Exhibit J has a column for indicating if a partnership agreement is included. The RFA itself doesn't address partnership agreements. Would these letters need to include exact amount of leverage which would be indexed on Exhibit J?**

Partnership Agreement Letters are not required for this grant; however, we encourage applicants to include those that are available as attachments to the Partners Roles and Responsibilities. The exact amount does not need to be included in the letter; however, it should be reflected on Form J.

- 45. Where are other best practices reports located, aside from VESL?**

More resources may be found at the two links below:

<https://cwdb.ca.gov/initiatives/english-language-learners-navigator-initiatives/>
<https://www.allies4innovation.org/our-work/ell-workforce-navigator/>

- 46. Several documents were mentioned in the webinar. Are these links available to the public?**

The PowerPoint slides are posted on the initiative page:

<https://cwdb.ca.gov/initiatives/english-language-learners-navigator-initiatives/background-information-on-the-ell-navigator-rfa-process-awardees/>

To access specific documents and directives, refer to the footnotes in the RFA.

- 47. Can webinar participants/the public continue to submit questions after the webinar?**

Participants may submit questions until March 28th to CWDBInfo@cwdb.ca.gov. All questions will be consolidated, answered and posted weekly.

- 48. Where in California will the Communities of Practice take place?**

The Communities of Practice will take place throughout California, and we will try to alternate between Northern, Central and Southern California.

- 49. Can the public access examples of data sharing agreements from current grantees?**

We will try to find examples that can be shared.

- 50. Where can the public locate information about previous ELL Navigator Pilots?**

Information can be found in the RFA on page 4, Section B: Project Goals and Objectives, under Objectives. It can also be accessed here:

<https://www.allies4innovation.org/our-work/ell-workforce-navigator/>